

STUDENTS' FOUR BASIC NEEDS (based on material from *Students Speak* by Betsy Geddes)

BASIC NEED	NEED IS MET	NOT MET (aggressive)	NOT MET (passive)
INCLUSION Main criteria for fulfilling this need in the school setting is to have the right clothes or "the look."	Student settles down and attends to assigned task.	Student acts out - blurting out, dressing in weird ways, throwing things, making fun of others. Keeps class in uproar and focuses attention on self.	Student begins to withdraw - sitting quietly, not interacting with others, not participating, avoiding eye contact, and if possible, trying to escape the school setting.
CONTROL To have some, but not too much control.	Student settles down and attends to assigned task.	Student takes control in ways that teachers know they are being had.	Student takes control, but so subtly that teachers won't even know what's hit them.
AFFECTION To form friendships with other kids and find teachers they like and who seem to care about them.	Student relaxes and attends to assigned task.	Student acts out - wanting to be the center of attention, often taking the role of class clown or class bully.	Student begins to withdraw - sitting quietly, avoiding eye contact, making no effort to form friendships or participate in any classroom or school activities.
COMPETENCY In the school setting, students need to know (& believe) that they can do the work assigned to them successfully 70%-80% of the time if they try.	Student behaves in a reasonable manner and does the work assigned to the best of her/his ability.	Student develops repertoire of behaviors to make sure lack of ability is not exposed - making jokes, asking way-out questions, going to the bathroom, creating classroom disturbance.	Student comes late to class, comes with no materials, cuts class, skips school.

Two Ways to Look at Teaching & Discipline

<p>The teacher's job is to teach subject matter. The student's job is to learn it.</p>	<p>The teacher's job is to develop the kinds of positive relationships with students that will up the odds that they will want to learn content.</p>
<p>Classroom disruptions are plots by students to make the teacher's life miserable.</p>	<p>Classroom disruptions are attempts by students to get their needs met.</p>
<p>Rewards and punishments up the odds of responsible behavior. Students should be encouraged to ask, "What does the teacher want me to do? What will happen to me if I don't do it? What will I get if I do?"</p>	<p>Building safe, caring school communities with high expectations up the odds of responsible behavior. Students should be encouraged to ask, "What kind of person do I want to be? What kind of classroom do we want to have?"</p>
<p>School staff members have a right to demand and expect obedience.</p>	<p>School staff members have a responsibility to guide students to own and solve the problems they create.</p>
<p>Consistency in school-wide discipline is achieved when all staff members agree and act on a prescribed set of rules and consequences.</p>	<p>Consistency in school-wide discipline is achieved when all staff members agree that each misbehaving student will be dealt with in a manner that is in keeping with a set of agreed upon principles and that takes into account the unique aspects of the situation.</p>

